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ABSTRACT

Presented are guidelines based on statutes, rules, and regulations of the federal government and the South Dakota state board of education to be used by school districts for planning and implementing comprehensive special education programs for exceptional children. Noted are specifications for special school accreditation. Provided are pertinent specifications of the Education of the Handicapped Act and the Elementary and Secondary Education Act for regional centers for deaf blind children, regional resource centers, early childhood programs, professional training, research and demonstration projects, instructional materials, and institutional programs. Information is given on screening, referral, evaluation procedures, psychological testing, and placement. Specified are procedures for program organization, physical facilities, approval applications, work experience programs, high school graduation policy, and certification (teachers, therapists, paraprofessionals, and directors). Areas of preparation offered by colleges and universities are listed. Noted are requirements for obtaining state reimbursement and reporting attendance. Discussed in terms of handicapping condition, program organization, and, when appropriate, evaluation, placement, screening, referral, and facilities are the following categories of children: deaf, developmentally delayed (0 to 8 years of age), gifted and talented, head of hearing, homebound, learning and behaviorallly handicapped, mentally handicapped, multiply handicapped, physically handicapped, severely emotionally handicapped, speech and language impaired, and visually handicapped. (MC)

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SOUTH DAKOTA

SPECIAL EDUCATION GUIDELINES

ED 087156

S. D. SPECIAL EDUCATION GUIDELINES
(Phase One)

Recommendations for Local Educational Agencies
in implementing comprehensive program planning
for their exceptional children.

Developed by professionals, teachers and students
interested in special educational programming in
SOUTH DAKOTA

1974

Phase Two: State Special Education Plan
To be implemented by January

1976

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Education and Cultural Affairs

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FOREWORD

The following guidelines in special education are meant to help school districts interpret appropriate educational pursuits for their exceptional children. The guidelines are based upon the special education statutes and rules and regulations of the State Board of Education, and it is our intent that this booklet be used by the public schools and other groups concerned with the planning, developing, and operating of special education programs for exceptional children in South Dakota.

Michael J. Elsberry

MICHAEL J. ELSBERRY, DIRECTOR
Section for Exceptional Children

"Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.....

"Our twin goals must be: a new standard of excellence in education---and the availability of such excellence to all who are willing and able to pursue it."

JOHN F. KENNEDY

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PREFACE

Ancient Sparta left its handicapped children on mountainsides to starve or be killed by wild animals or the elements. America has often disposed of the problem by institutionalizing such children or allowing them to languish in their parents' homes. Handicapped children have long been one of this society's least visible and most neglected minorities.

As late as 1971, according to the Department of Health, Education and Welfare, less than half of the nation's six million school-age physically and mentally handicapped were getting special education. Of the other three million, more than one million were receiving no education at all. The remaining two million were shunted into ordinary public school classes, where they quickly fell behind their classmates, dropped out and became a new generation of welfare cases and social misfits.

All too often we have sought to exclude the child who is different, arguing, in effect, as the Wisconsin State Board of Education did in 1919, that they produce a "depressing and nauseating effect on the teachers and school children" and demand "an undue portion of the teacher's time and attention." Some states have provided certain caretaker services, but only for the most serious mental or physical problems. Those with lesser problems--weak eyesight or dyslexia, for example--were seldom identified by the available unsophisticated tests, and teachers have remained unaware of why such children had learning difficulties. Public education, in sum, has often missed and mistreated the handicapped.

South Dakota is far ahead of what I've described above. However, we still have a long way to go. I believe that the State Guidelines for Special Education are another step in that direction.

Warm wishes,

Don Barnhart

DON BARNHART
State Superintendent

INTRODUCTION STATEMENT

General guidelines pertinent to <u>all programs for exceptional children are included first</u>. These would include the following:

*1. Screening and Referral.
2. Screening and Referral Chart.
*3. Evaluation.
4. Psychological Testing.
*5. Placement.
*6. Out-of-District Placement.
*7. Review of Placement.
*8. Program Organization.
*9. Physical Facilities.
10. Work Experience.
11. Application for Approval.
12. High School Graduation Policies.
13. Certification.
14. Paraprofessionals.
15. Professional Preparation Programs.
16. Attendance Reporting.
*17. State Aid Reimbursement.
18. Therapist Statement.

<u>Additional</u> guidelines relevant to one particular category of exceptional children are included with the definition of each category. In some instances, you will find only the definition, as additional guidelines were not needed.

It is strongly recommended in planning for any exceptional child that his/her parents or legal guardians be involved at all stages and give their written permission for each step of referral, evaluation, and placement. It is desirable that they acknowledge, in writing, the program planned for their child, once placement is approved.

Michael J. Elsberry

MICHAEL J. ELSBERRY, DIRECTOR
Section for Exceptional Children

*Pay particular attention to these!

SPECIAL SCHOOL ACCREDITATION

ALL LEVELS

The following addendum has been proposed for inclusion in Bulletin 99-A (Special School Accreditation.)

5-41 If a school system or institution operates any level special education course, the following regulations shall apply.

5-41-1 The courses shall be taught by a teacher who holds a valid teaching certificate with a Code 35 attached. The teacher also is required to have a degree in elementary and secondary education.

5-41-2 Minimum course content shall be:

a. Remedial Reading
b. Remedial Mathematics and/or integrated Math/Science
c. Remedial English and/or Speech and Language Correction
d. Work-Study Program (adjustment to the world of work)

5-41-3 Minimum achievement by enrollees will be determined by the individual child's progress.

EHA, TITLE VI, PART B, P.L. 91-230

DEFINITION:

The term "handicapped children" as defined in the Code of Federal Regulations include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health-impaired children who by reason thereof require special education and related services.

The term Learning Disabilities (as adopted by the Bureau of Education for the Handicapped) shall include such children that:

> "exhibit a disorder in one or more of the basic psychological-processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or to environmental disadvantage."

PROGRAM PURPOSE:

Title VI-B of the Education of the Handicapped Act (P.L. 91-230) is designed to provide educational programs and services for all types of handicapped children of the preschool, elementary, and secondary levels. This Federal revenue should be used to initiate, improve, or expand programs and services. It may be used for direct or indirect services, and is designed to be used in a "catalytic" manner in order to get the greatest possible gain for a somewhat minimal funding level.

Title VI-B is not a general support program and should not be used to supplant special education programs, nor is it a construction, media, or training act.

ELIGIBILITY REQUIREMENTS:

Title VI-B money is allocated to local education agencies. A local education agency is defined in Title VI-B regulations as:

> "a Public Board of Education or public authority legally constituted within a state for either administrative control or direction of or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school."

Review of Applications:

Applications submitted by the Local Education agencies will be reviewed and rated by the Section for Exceptional Children's Advisory Committee. (See Advisory Committee). The applications receiving the higher ratings will have their project director and/or administrator present the project to the Advisory Committee. Recommendations will be based on the Local Education agency's presentation. The Advisory Committee will use the following priorities for making recommendations for approval for the State Superintendent.

1. The extent to which the project will provide special education services to categories of handicapped children who are not being served adequately through the State or local special education program.

2. Adequacy of description and documentation of the need for the special education service described in the project.

3. Extent to which the project stresses early identification of handicapped children and includes aspects of early treatment.

4. Adequacy of the project procedures for identifying the handicapped children to be served.

5. Extent to which the project is of sufficient size, scope, and quality to give reasonable assurance of meeting the educational needs of handicapped children to be served. Highest priority is given to projects that provide special education services which focus on manageable number of handicapped children qualifying for the service and to projects that are designed to provide comprehensive service for these children.

6. Evidence of supplementation of the regular school program by the proposed project or program. Highest priority is given to projects that make specific and realistic plans for integrating handicapped children served by the project back into the regular shool program.

7. Extent to which other community and state resources are represented in the planning and operation of the project or program.

8. Provisions for evaluating the effectiveness of the special education services to be provided in the project.

9. Provisions for participation of qualified, nonpublic school handicapped children in the project.

. Adequacy of the size and qualifications of the staff. Highest priority is given to projects employing or purchasing the services of well-qualified staff. The ratio of project staff to the number of handicapped children should be high enough to insure effective service.

11. Adequacy of the facilities, both existing and proposed, for conduct of the project or program. Highest priority is given to projects where school facilities are already available and appropriate to meet the needs of project children.

12. Economic efficiency of the proposed budget. Highest priority is given to those projects that list a detailed budget of estimated amounts of funds required for operation of the project including cost-servicing ratios that are consistent with the special education services to be provided.

EHA, Title VI-Part C, P.L. 91-230

Regional Centers for Deaf-Blind Children

Program Purpose:

This federal legislation provides funds to establish regional centers to provide all deaf-blind children the following:

1. comprehensive diagnostic and evaluative services,

2. a program for their education, adjustment and orientation,

3. effective consultative services for their parents, teachers and others involved in their welfare.

Eligibility Requirements:

Applicant Eligibility: Public or nonprofit agencies, organizations, or institutions. A grant shall be made only if the Associate Commissioner of the Bureau of Education for the Handicapped determines that there is satisfactory assurance that the center will provide such services as stated in Public Law 91-230, Part C, Section 622 (d) (A,B,C), Title VI, Education of the Handicapped Act.

Beneficiary Eligibility: Residential or day schools for hearing or visually handicapped children, or those with learning diabilities; institutions of higher education; agencies serving children with visual, auditory, language, speech and/or learning disabilities; medical or research facilities; State educational agencies; or public or private nonprofit agencies, organizations or institutions developed or modified especially to serve as the coordinating agency for a Deaf-Blind Center.

Handicapped Regional Resource Centers

Program Purpose:

This federal legislation provides funds to establish regional resource centers which provide advice and technical services to educators so that they might improve the education of handicapped children.

Eligibility Requirements:

Institutions of higher education, state education agencies, or combinations of such agencies or institutions (such combinations may include one or more local educational agencies) within particular regions of the United States, are eligible to participate in this program.

Early Education Program

Program Purpose:

This federal legislation provides funds to support experimental preschool and early childhood programs for handicapped children. Grants are given to projects to demonstrate exemplary services to handicapped children from birth through the early education years. Parent participation, dissemination of information to the professional community and general public, and evaluation of the effectiveness of each project are included.

Eligibility Requirements:

Public agencies and private nonprofit organizations.

EHA, Title VI-Part D, P.L. 91-230

Program Purpose:

This federal legislation provides funds for:

1. training of professional personnel to conduct training of teachers and other specialists in fields related to the education of handicapped children;

2. training of personnel engaged or preparing to engage in employment as teachers of handicapped children, as supervisors of such teachers, or as speech correctionists or other special personnel providing special services for the education of such children, or engaged or preparing to engage in research fields related to the education of such children; and

3. establishing and maintaining scholarships, with such stipends and allowances as may be determined by the commissioner, for training personnel engaged in or preparing to engage in employment as teachers of the handicapped or as related specialists.

Eligibility Requirements:

Applicant eligibility: Applications for grants may be submitted by institutions of Higher Education and State educational agencies. Other nonprofit public and private agencies are eligible for participation under special projects on a discretionary basis as determined by the Division of Training Programs, Bureau of Education for the Handicapped.

Beneficiary Eligibility: (a) persons preparing for or engaged in work with handicapped children as a teacher, supervisor, administrator or researcher; (b) a U. S. citizen, or show intent to become one; (c) capable of completing undergraduate requirements witnin year at the traineeship level; (d) holder of a baccalaureate degree at the master's level.

Selection of Participants:

Minimum Qualifications of Candidates for Fellowships and Traineeships

Senior-year traineeships, graduate fellowships, summer session traineeships and institutes for advanced study traineeships may be awarded under this grant program by a State educational agency provided:

1. The recipient is: (a) a teacher, supervisor, administrator, clinician, or other specialist in the education of handicapped children; (b) a person preparing for such a position; or (c) a person who works with, or whose administrative responsibility includes tne handicapped--e.g., principal, psychologist, social worker. It is expected that those in the last category will mainly be recipients of special study institute traineeships.

2. The recipient of an undergraduate traineeship, graduate fellowship, or summer traineeship must be accepted by an institution of higher education for full-time study with primary program emphasis in an area(s) of the handicapped. This is not required for a special study institute traineeship.

3. The recipient of a senior year traineeship must be able to complete the requirements for the baccalaureate degree in one year; the recipient of a graduate fellowship must hold a baccalaureate degree or its equivalent.

4. The recipient must be a citizen or a national of the United States, or be in the United States for other than a temporary purpose and intend to become a permanent resident.

5. Generally a recipient cannot simultaneously receive two Federal stipends or grants for educational benefits, administered either through an institution of higher education or a State educational agency. However, persons receiving loans, work study assistance, or persons receiving veterans' and war orphans' assistance provided under Chapters 34 and 35 of Title 33 of the United States Code are not precluded on account of the receipt of such assistance from simultaneously receiving financial assistance under programs of the U.S. Office of Education, Department of Health, Education, and Welfare.

6. A recipient cannot receive both a summer traineeship and an academic year traineeship or fellowship between June 1, 1973 and August 31, 1974.

Review of Title VI-D applicants is made by the Advisory Committee for the Section for Exceptional Children, which will be composed of fifteen members plus the staff (professional) members of the Section for Exceptional Children. Criteria for selection is based on (a) intent, (b) credentials, (c) need, (d) recommendations. Manner of selection: Each applicant is required to furnish a complete set of college transcripts, three letters of recommendation, a letter of intent, and a completed application blank. Prior to date of selection, applicant will be notified by this office if his application is not complete; i.e., lacking one or two letters of recommendation. Each applicant's folder will contain a rating sheet for use by the Advisory Committee members, so that each member may individually rate each applicant, according to the following formula: 5=Excellent; 4=Above Average; 3=Average; 2=Good, 1=Fair; 0=No Consideration or incomplete. Following completion of individual rating, an impartial person compiles the score. The recommendations are then submitted to the State Superintendent.

EHA, TITLE VI-PART E, P.L. 91-230

Program Purpose:

This federal legislation provides funds for research and demonstration projects to develop knowledge about, and thus improve the education of, handicapped children.

Eligibility Requirements:

State or local educational agencies, public and private institutions of higher learning and other public or private educational or research agencies and organizations are eligible to participate in the program.

EHA, TITLE VI-PART F, P.L. 91-230

Program Purpose:

This federal legislation provides funds for (1) maintaining a free loan service of captioned films and instructional media for the education, cultural, and vocational enrichment of the deaf. (2) Acquisition and distribution of media materials and equipment; 37 contracts for research into the use of media. (3) Training teachers, parents, and others in media utilization.

Eligibility Requirements:

State or local public agencies and schools, organizations or groups of deaf persons may apply to the Media Services and Captional Films Branch of the Bureau of Education for the Handicapped. State or local public agencies and schools, public or other nonprofit institutions of higher education may submit proposals for projects to the Media Services and Captioned Films Branch.

EHA, TITLE VI-PART G, P.L. 91-230

Program Purpose:

This federal legislation provides funds for establishing and operating model centers for the improvement of education of children with specific learning disabilities through research and training of educational personnel.

Eligibility Requirements:

Public or nonprofit agencies, organizations or institutions may receive grants, public or private agencies, organizations, or institutions may receive contracts.

ESEA, Title I, P.L. 89-313

Program Purpose:

This federal legislation provides funds to extend and improve comprehensive educational programs for handicapped children enrolled in State-Operated or State-Supported schools. These funds may be used for projects providing educational and related services as needed such as instruction, physical education, mobility training, counseling, prevocation and vocational education, teacher and teacher aide training, construction and equi ment in public schools.

Eligibility Requirements:

State agencies and state supported and state operated schools for handicapped children are eligible for participation. Local education agencies or local public schools are not eligible.

Beneficiary Eligibility: Handicapped children classified by the State, through age 20 and not having completed grade 12, whose free public education is the responsibility of the state. These classifications include children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired, who by reason thereof require special education.

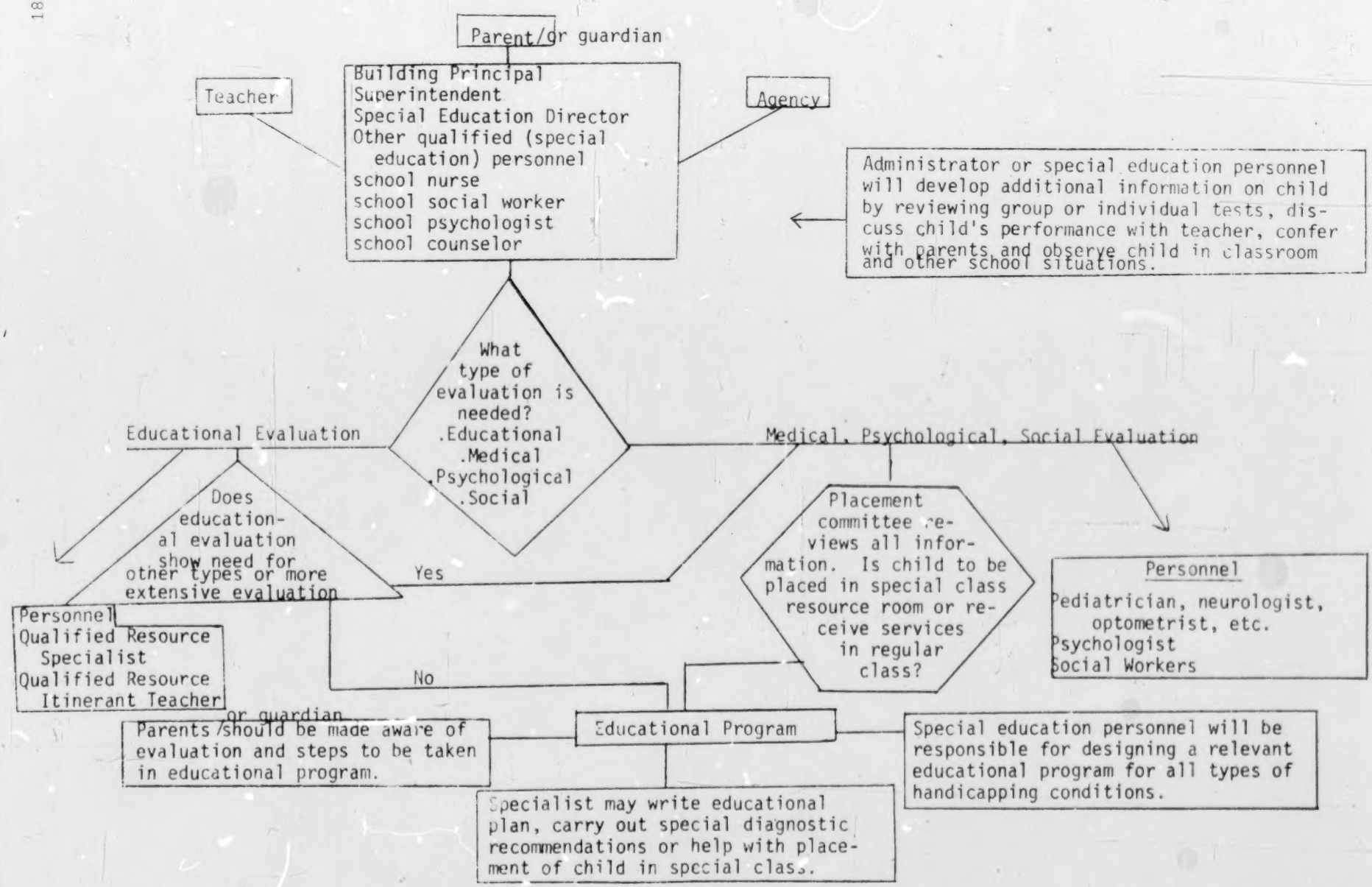
Screening and Referral

The School District should have screened by a needs survey all children in their district by November 1, 1974, and should screen all new children to ascertain the advisability of a referral for evaluation for possible placement in a program designed for the exceptional child. Screening should be provided annually for those demonstrating a potential problem from a previous screening. The screening mechanism should be jointly designed by the school physician, speech, language and/or hearing clinician, school nurse, school psychologist, teacher, director of special education, and administrator. If the above personnel are not available, a special committee, made up of representatives of the above disciplines, should be appointed by the school district superintendent.

The screening procedure should include a questionnaire to be filled out by parents or guardians at the time of admission of the child to school. The questionnaire should request information as to the medical and physical condition of the child.

If a referral for evaluation is deemed appropriate through the screening mechanism, or the parent questionnaire, the referral should be made, after consultation with the family, to the appropriate discipline, facility or agency. All pertinent information from the screening procedure and school records should be forwarded to the evaluator with parental permission.

SUGGESTED SYSTEM FOR REFERRAL AND INDIVIDUAL DIAGNOSIS


Parent/or guardian
Teacher
Agency
Building Principal
Superintendent
Special Education Director
Other qualified (special education) personnel
school nurse
school social worker
school psychologist
school counselor
Administrator or special education personnel will develop additional information on child by reviewing group or individual tests, discuss child's performance with teacher, confer with parents and observe child in classroom and other school situations.
What type of evaluation is needed?
.Educational
.Medical
.Psychological
.Social
Educational Evaluation
Medical, Psychological, Social Evaluation
Does educational evaluation show need for other types or more extensive evaluation
Yes
No
Personnel
Qualified Resource Specialist
Qualified Resource Itinerant Teacher
Placement committee reviews all information. Is child to be placed in special class resource room or receive services in regular class?
Personnel
Pediatrician, neurologist, optometrist, etc.
Psychologist
Social Workers
Parents or guardian should be made aware of evaluation and steps to be taken in educational program.
Educational Program
Special education personnel will be responsible for designing a relevant educational program for all types of handicapping conditions.
Specialist may write educational plan, carry out special diagnostic recommendations or help with placement of child in special class.

Evaluation

It is strongly recommended that each handicapped child have a complete medical, educational, speech, language and hearing evaluation before placement is recommended.

Suggested medical evaluation procedure

1. The child should be seen by his family physician for assessment of his general health prior to further evaluation or consultation.

2. The child should be seen by the appropriate medical specialist, such as orthopedist, psychiatrist, neurologist, urologist, cardiologist, etc., as recommended by the family physician, to further evaluate any special medical or physical problems.

3. The child should be evaluated by the appropriate therapists or rehabilitation facility, as recommended by the physician evaluating the child, to establish specific needs of the child in the therapy area.

Suggested educational evaluation procedure

An educational evaluation is to provide information for instructional and behavioral recommendations for the student's program. This evaluation is to be done by local professional staff. It should consist of an assessment of the student's present level of functioning in essential learning processes and includes the student's preferred modes of learning, methods of instruction, format of materials.

Records of the evaluation should be forwarded to the Section for Exceptional Children office.

A summary of all evaluation material should be made available to the parents or guardians prior to the placement conference.

The parent, guardian or school has the right to request further evaluation, if not satisfied, through the Section for Exceptional Children. Payment for further evaluation may be the responsibility of the requesting party.

The speech and language evaluation should be provided by a speech and language clinician who holds the Certificate of Clinical Competence in Speech Pathology from the American Speech and Hearing Association or the South Dakota Public School special certificate in speech and hearing.

A hearing diagnostic evaluation should be provided by an audiologist who holds the Certificate of Clinical Competence in Audiology from the American Speech and Hearing Association or the South Dakota Public School Special Certificate in Hearing.

Psychological Testing

Schools are encouraged to reserve psychological tests for only those children for whom it will be most appropriate -- suggesting that school districts utilize the Section for Exceptional Children Regional Supervisors who will screen children and identify those who will need to be referred for psychological testing. Current and past practice has tended to reverse this process, with many children being referred for psychological tests before their education records and other data have been gathered and assessed.

A psychological test is an important part of the evaluation of a child who is being considered for placement in a special education classroom, resource room, and some other special education services. However, it is only one part of the data which should be available to a placement committee for special education. Superintendents should insist that psychological examiners give teachers strategies that they can implement in the classroom.

Placement

Placement of a child in a special education program should not occur until referral and evaluation procedures have been completed and placement approved by the Section for Exceptional Children.

Considerations for placement by placement committee should include the appropriate among the following:

1. Evaluation material
2. Appropriate facilities (architectural barriers)
3. Availability of appropriate staff
4. Transportation (weather)
5. Availability of social and work experiences

Final placement should be agreed upon by the parent, or guardian, school administrator, evaluator, and placement facility representative. It is suggested that parental or guardian written approval be obtained prior to placement of the child in any program.

The length of placement will vary depending on the specific needs of the child. A handicapped child should remain in the special program only until he can function with adjusted materials or methods in the regular program. Consultation between the home and special class or facility may still be needed after placement out of the special program.

No child should be placed in the special program if the problem is one of adjusting curriculum, methods, instructional techniques, or materials which would then enable functioning in the regular classroom.

Those students enrolled in a program during the current school year should be reviewed for appropriate continued placement. Educational or medical evaluations should be completed for each student, as a basis for determining progress. The demonstration of progress should be through accurate appraisal of present functioning, development of appropriate objectives and records of achievement by objectives. In the event a child does not show expected progress (or fails to progress appropriately) in a special class program; a review of pertinent data should be required before his reenrollment in that program. The methods and materials being used, as well as the objectives selected, should be reviewed and additional evaluations may be requested.

Review of Placement:

1. Feedback mechanism should be provided by informal, continuous reassessment, which should be used to determine the appropriateness of behavioral and/or education prescriptions as indicated by the child's achievement and/or adjustment. Placement should be reviewed at the end of the school year for the next year. Each year should be considered a new placement, with continuous evaluation minimizing the load at the beginning of the year.

2. A written statement of the results of the placement review should be compiled, with records maintained by the local school district personnel. In addition, the parent or guardian shall be apprised of the results of the placement review. All placement reviews will be monitored by Section for Exceptional Children staff members during program approval procedures each year.

Local education agencies shall provide systematic method of follow-up of children until age 21 who (1) no longer require special education, (2) have graduated, or (3) left school.

Out-of-District Placement

When services are not available in the local school district, the district may originate an application for out-of-district services whereby, in accordance with SDCL 13-37, as amended, a qualified program, person or facility can be reimbursed for providing said services to specified children. The specific procedures for applying for out-of-district services and for obtaining approval of the application shall be in accordance with rules and regulations established by the Section for Exceptional Children, Division of Elementary and Secondary Education.

Program Organization

Student programming should be based upon individual capability and interests.

Grouping of students should consider chronological age, mental age and level of academic achievement by subject areas. Children may be placed at different subject levels according to achievement potential.

Grouping should follow as closely as possible the grouping of the regular school population. Other factors to be considered in determining student grouping are:

1. Physical and social maturity of the children
2. The nature of the handicap
3. The age and grade range group of the pupils
4. Size of the room and equipment available
5. Teacher competency
6. Availability of classroom assistance and/or professional ancillary services

Adequate library and media services should be available for each program.

Teacher aides should be provided to insure curriculum implementation.

Curriculum materials of appropriate age groups in the local system are to be available.

Special equipment and/or material must be available on an individual basis, if appropriate. School districts desiring assistance may contact the Section for Exceptional Children concerning special materials such as large print or talking books.

It is suggested that the following maximum enrollments for public school programs be adhered to. These enrollments are based on a classroom with only 1 teacher and no teacher aides. With each fulltime teacher aide, in general, two more children may be added.

Deaf and Hard of Hearing: 5 students per teacher
Early Childhood: 5 students per teacher
Gifted & Talented: No separate classrooms will be approved.
Learning & Behaviorally Handicapped:
- A. Segregated classroom for L.D. will not be approved
- B. Segregated classroom for Severely E.H: 5 students per teacher
- C. Resource room: highly recommended for both types of students - not more than 5 students at one time; minimum 1 hour per day

Mentally Handicapped:
- A. Segregated classroom not recommended, but if class exists, ratio should not be more than 6 students to 1 teacher

B. Resource room - highly recommended, not more than 5 students at one time.

Physically and/or multiply handicapped:

Recomend not more than 8 to a classroom

Severely Emotionally Handicapped:

Segregated classroom - not more than 5 students per teacher

Speech & Language impaired:

Individual, 1 student to 1 teacher recommended.

Visually Handicapped:

Recommend not more than 8 students to a classroom.

Physical Facilities

Facilities for special programs shall be equal to, or better than, those used to house regular educational classes or be approved by the Section for Exceptional Children.

After June 1, 1974, no new public school program will be approved unless it is located in a building with non-handicapped age peers, either elementary, junior high, or senior high. The classroom should be the size of the regular classroom. It is to have the lighting, heating, ventilation required of all public school classrooms. It is to be located in the area of other classrooms. All public school programs should plan to meet these standards by September 1, 1974.

All newly constructed public school buildings shall be constructed in accordance with the American National Standard; specifications for making buildings and facilities accessable to and usable by the physically handicapped, are provided by law.

Application for Approval

Application for approval of a classroom or private facility for exceptional children should be forwarded to the Section for Exceptional Children on forms furnished by SEC, including such information as they may require.

By the close of each school year the local district is to send a preliminary application for approval to the Section for Exceptional Children. This application is to include for next year's program:

1. the type of program planned
2. proposed student list, including SEC-2's for any out-of-district students
3. proposed personnel
4. a description and sample of the assessment tools to be used
5. a proposed schedule (general - not for individual students)
6. goals and general objectives for the program
7. procedures and time line to accomplish these goals

By September 30th of each school year, each district is to update the preliminary application to include revisions as appropriate to the current school year. The fall report should include a team evaluation (to include parents or guardians, administration, special education personnel and regular education personnel) of the previous year's program to include an evaluation of the results of the procedures.

Work Experience

For those students of secondary age, a work experience program should be available as an option to a straight academic program. The work experience program should consist of classroom instruction, evaluation, training, and part-time employment. This may take place on or off the school campus, in or out of the school district. The total program should be under the supervision of certified school personnel, but may include local resources as appropriate.

The formal pre-vocational program should start no later than age 12 with the formal vocational programming beginning no later than age 16.

Work experience should include transportation considerations with Driver Education as a prerequisite if appropriate.

Experience in independent living should also be a part of the work experience program.

There should be continuing educational, vocational or job placement counseling and referral services for students.

High School Graduation Policy

Special education programs on the high school level should be designed and organized in such ways that all the students in such programs should be given the opportunity to graduate and receive a high school diploma.

This may be accomplished in several ways, among which are:

1. Adapting the prerequisite high school coursework to special needs and abilities of students.

2. Encouraging and assisting students to be integrated into regular high school courses wherever possible.

3. Local boards of education recognizing the special curricula established for the special education student by including it in their graduation requirements.

Certification

All teachers employed for approved programs for the exceptional child shall hold special education certificates (Code 35) issued in accordance with the rules and regulations of the State Board of Education. South Dakota also requires an elementary teaching certificate or secondary teaching certificate as appropriate.

A teacher of a hearing impaired child shall meet the standards for the certification of teachers as developed by the Committee on Professional Preparation and Certification adopted by the National Council on Education of the Deaf.

All Speech, Language and Hearing Clinicians shall be certified (Code 36) by the Division of Elementary and Secondary Education, Section for Exceptional Children.

Statement on Therapists

1. All Physical Therapists must be licensed by the State Board of Medical and Osteopathic Examiners. (State Legislation)

2. All Occupational Therapists must be registered by the American Occupational Therapy Association. National requirement--colleges cannot grant diploma unless therapist is registered.)

3. All Assistant Therapists must work under the close supervision of certified or registered therapists.

Appropriate Use of Paraprofessionals

If supportive, paraprofessional personnel participate in a program, their participation should be closely supervised by a person certified in that area of the handicap. In the formulation of the program in which supportive aides are utilized, the nature of their participation and the specific duties of these aides should be established in writing by a qualified person. In addition, a plan should be written in which there are established, clear guidelines for regular supervision of the supportive personnel.

Certification of paraprofessionals is under study at this time. A committee will be formed to recommend certification standards for paraprofessionals to the State Certification Committee.

Directors of Special Education Certification

The following suggested requirements have been submitted to the state certification committee:

1. Master's Degree in one of three areas:

   a. Special Education (Emphasis in Administration)
   b. Education (Emphasis in Special Education Administration)
   c. Administration (Emphasis in Special Education)

2. Three years minimum teaching experience with exceptional children or two years teaching experience and one year administrative experience with exceptional children programs.

3. Eighteen (18) hours of graduate special education credit must be included in the Master's Degree.

4. Fifteen (15) hours graduate credit from the following three areas:

   a. Administration (6 hours required)
   b. Curriculum (3 hours required) (may be reversed)
   c. Psychology (6 hours required)

Professional Preparation Programs

The University of South Dakota - Vermillion

Areas of Preparation	Level
Mental Retardation	BA/MA/Ed.S
Learning Disabilities	MA/Ed.S
Speech and Language Impaired (Communication Disorders)	BA/MA
Emphasis in Audiology (Communication Disorders)	BA/MA
School Psychology	MA/Ed.S/Ed.D

Augustana College - Sioux Falls

Areas of Preparation	Level
Mental Retardation	BA/MA
Learning Disabilities	BA/MA
Deaf Education	BA/MA
Emotionally Disturbed	BA/MA

Black Hills State College - Spearfish

Areas of Preparation	Level
Mental Retardation	BA
Special Education	BA

Northern State College - Aberdeen

Areas of Preparation	Level
Learning Disabilities	BA
Mental Retardation	BA
Blind Education	BA
Physically Handicapped	BA
Emotionally Disturbed	BA
Speech Handicapped	BA
Visually Handicapped	BA

State Aid Reimbursement

Reimbursement will be made to all approved programs in accordance with state law and regulations approved by the State Board of Education.

The Legislature provides an appropriation to support approved special education programs. This appropriation is used to reimburse school districts a percentage of their cost of special education. The cost of special education incurred by a school district shall be determined by dividing the total salaries of special education personnel by 80 percent. This determines the amount upon which special education state aid will be based.

Personnel Eligible for State Aid Reimbursement:

Certified Teachers of Exceptional Children
Special Education Teacher Aides
Director of Special Education
Speech Clinicians (or contract with independent clinic)
Physical Therapists
Psychologists (or contract with independent clinic)
Social Workers
Teachers of the Homebound and Tutors
Occupational Therapist (or contract with independent clinic)

Forms will be provided to school districts operating special education programs so they may report salaries of approved special education personnel. State aid for special education will be based on expenditures for the previous school year.

Attendance Reporting

Attendance of children in approved programs should be reported in accordance with the state law and follow these additional guidelines established by the Section for Exceptional Children.

Records on individual students should include:

1. hours per day or week in special program
2. date(s) of referral
3. date(s) of screening
4. date(s) of evaluation
5. date(s) of entry to program
6. date(s) of dismissal

Deaf

A deaf child is one who is born deaf, or becomes deaf thereafter, whose main source for acquiring the receptive and expressive skills of language is through the sense of sight. His hearing loss is such that it is nonfunctional for ordinary purposes of life. Normally, this child cannot function in a regular classroom without special tutoring and teaching techniques developed especially for the deaf.

Evaluation:

An evaluation for a deaf child should include the following in addition to the general evaluation requirements.

1. A complete otological examination to determine if the condition is correctible.

2. A complete audiological evaluation to include puretone, bone conduction, speech reception threshold, speech discrimination, hearing aid evaluation and recommendation, auditory training, and necessary followup.

3. Thorough speech and language evaluation by teacher of deaf or speech and language clinician to determine ability and needs for rehabilitation plan.

4. Psychological evaluation by a psychologist trained to administer and interpret tests used with deaf children.

If it is determined that the child would function with more success in a special school, referral should be made to the School for the Deaf.

Program Organization:

The Section for Exceptional Children will assist local education agencies, upon request, in securing services, information, or materials relevant to the child's program.

Physical Facilities:

Adequate lighting, seating, and glare should be taken into consideration for optimal speech-reading conditions.

Early Childhood

The young handicapped child is one who is 0-8 years of age and experiences delayed development in one or more of the following areas: speech and language, congnition, emotional and/or social development, or fine or gross motor development.

Evaluation:

Evaluation of the young exceptional child is at best a delicate task calling upon the experience and sensitivities of the evaluator and careful interpretation. There are many commercially available tests for the young child, most give wide latitude in interpretation to the evaluator because of the distractible nature of the preschool child. The Section for Exceptional Children shall keep a list of approved standardized tests available but require that evaluations be carried out over a longitudinal period. The most appropriate evaluation would be submitted in anecdotal form with references from several tests and concise, specific observations from the evaluator.

Placement:

Placement of an exceptional child in an early childhood program should not be made until the appropriate evaluation procedure has been completed, anecdotal records are received by the Section for Exceptional Children and placement is approved. Accompanying the anecdotal record should be a signed form by which the parent acknowledges the nature of the program and a willingness to enroll the child in such a program.

Review of Placement:

Review of the child's placement in an early childhood program for handicapped children should be reviewed every six months by the school administrator, special teacher, and the parent or guardian for those children under six years of age. For children between the ages of six and eight the review should occur twice annually at the end of each semester.

Review should include the progress of the child from the initial evaluation in comparison to the most recent evaluation. Stress shall be placed on the child's progress in mastering the necessary skills required of the beginning school child.

A shortened version of the original anecdotal record may be submitted annually with the required forms of the SEC indicating progress of the child and either retention in the early childhood program or entrance into some other program. No child will be approved for retention in the early childhood program if the child reaches his eighth birthday before the beginning of a new academic year.

Program Organization:

Approval of the program organization will be determined by the Section for Exceptional Children depending on size of school population.

There are several different models of early childhood programs for exceptional children which would be approved by the Section for Exceptional Children:

1. Classroom-based Program: This program format should be located in a room within a regular school facility of the local education agency. Children should be served a minimum of two days a week at a minimum of two hours a day; four classroom hours per week should be required to fulfill minimum requirements.

2. Classroom/Home-based Program: This program format should be located both in a classroom and services to the child's home. Children should be served a minimum of 2 classroom hours per week and at least one hour within the home. We feel this model when carried out above minimum time requirements serves the needs of the exceptional child best.

3. Home-Based Program: This program format should be located entirely within the home of the handicapped child. Children should be served in the home a minimum of two hours every week with the requirement of at least one visit per week (preferably two visits per week). The local education agency is encouraged to hold at least one session per week with children (possibly in homes of parents) together to encourage socialization.

4. Multi-district Program: This program format would be visitations by an itinerant teacher to a school district at least on a weekly basis. The local education agency should hire an approved paraprofessional worker to carry on the educational activities but supervised by the certified itinerant teacher. Classroom or home-based minimum hours should be the same as the above programs.

5. Integrated Classroom Program: This program format should be based in a regular early education classroom with a specially trained paraprofessional, approved by the Section for Exceptional Children, to work entirely with the exceptional children under the guidance of the certified preschool teacher. The minimum classroom and home-based hours are the same as in the above programs.

6. Local Education Agency/Private Agency Program: This program format should be a joint effort of a local school district and a private (or State) agency. Minimum hours of classroom and home-based training are the same as in the above programs. The local education agency will be encumbered for such costs for the education of the exceptional child as required by law.

7. Infant program.

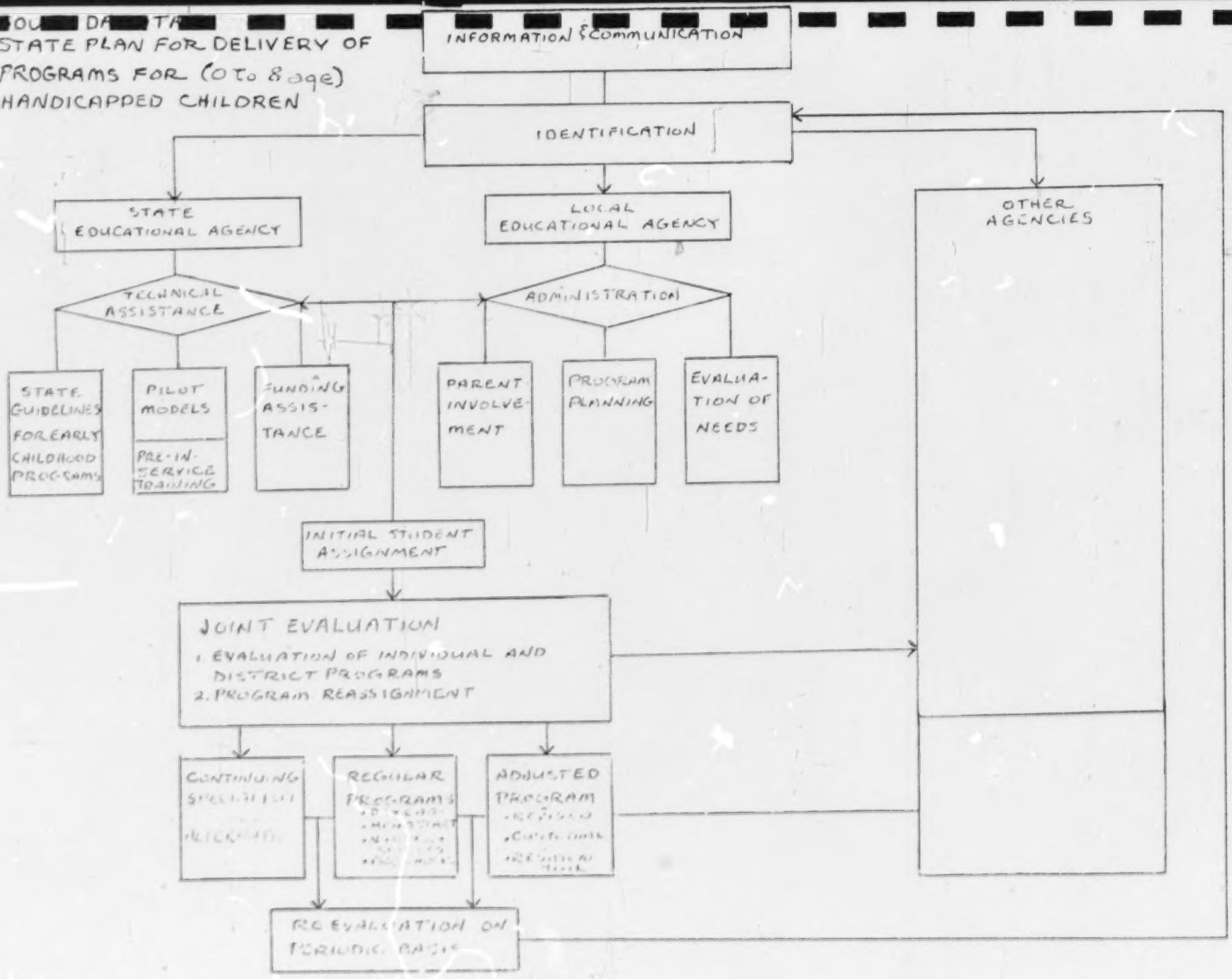
In classroom-based models the ratio of certified teacher to student should not exceed 5 to 1; with the addition of each approved paraprofessional worker, 3 children may be added to the ratio. However, there are not to be more than 10 exceptional children in a classroom at any one time regardless of the number of paraprofessional workers.

Physical Facilities:

In addition to general guidelines, the easy access to classroom, toilet facilities and recreational areas are necessary for early childhood programs.

[redacted] DA[redacted] TA[redacted]

STATE PLAN FOR DELIVERY OF PROGRAMS FOR (0 to 8 age) HANDICAPPED CHILDREN



Hard of Hearing

A hard of hearing child is one who even with a hearing loss can hear enough speech to acquire the receptive and expressive skills of language with or without the help of amplification. Normally, this child can function in a regular classroom with additional help from his teacher and assistance in auditory training, speech, language and speech-reading.

Evaluation:

In addition to the general evaluation procedures, the evaluation for the hard of hearing child is to include:

1. A complete otological examination to determine if the condition is correctible.

2. A complete audiological evaluation to include puretone, bone conduction, speech reception threshold, speech discrimination, hearing aid evaluation and recommendation, auditory training, and necessary followup.

3. Thorough speech and language evaluation by teacher of deaf or speech and language clinician to determine ability and needs for rehabilitation plan.

4. Psychological evaluation by a psychologist trained to administer and interpret tests used with deaf children.

Program Organization:

A hard of hearing child should be integrated into the regular classroom with his peer group as much as possible.

Communication training should be provided. This includes speech training and speech conversation, speech-reading, and auditory training. Consultation with regular teacher, other school personnel, and the parents or guardian should be provided.

When a child is in a regular classroom, tutoring should be provided by a trained teacher of the hearing impaired, or speech, language and/or hearing clinician.

If appropriate, the child should have access to some amplification device.

Physical Facilities:

Adequate lighting, seating, and glare should be taken into consideration for optimal speech-reading conditions.

Gifted and Talented

A gifted and/or talented child is one who has superior intellect, advanced learning ability or exceptional talent, i.e. music, art, etc., and who with appropriate educational opportunity can achieve at his/her accelerated rate.

Screening and Referral:

Screening: A gifted and/or talented child shall demonstrate achievements and/or potential ability in two or more of the following areas:

1. Creative or productive performance within the top 4% of district students.

2. Specific academic attitude--90% or above on standardized achievement tests in one or more subject areas.

3. General intellectual ability--intelligence Quotient of 125 or above based on individualized testing program.

4. Demonstrate leadership ability, musical talent, artistic talent, psychomotor development or other specialized talent areas for surpassing a normal child of his/her age group.

Referrals: Local educational agencies may secure assistance in program planning and interpretation from the Section for Exceptional Children.

Evaluation:

An evaluation of a gifted and/or talented child shall consider the student's:

1. Intellectual ability

2. Specific academic aptitude

3. Creative or productive thinking

4. Leadership ability

5. Visual or performing arts ability

6. Psychomotor development

7. Peer group identification.

Program Organization:

A gifted and/or talented child may be assisted through a wide diversity of program innovations. Separate classes are not desired. Local education agencies should carefully plan programs for each child. The Section for Exceptional Children may be contacted for assistance.

No child shall be excluded due to physical or mental handicaps, when he or she has a particular gift or talent.

Homebound

A homebound or hospitalized student is one who is 0-21 years of age and is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, mental or physical handicapping conditons, who has been examined by a qualified physician and certified by that physician as being unable to attend classes for a period of not less than one month (20 consecutive school eays) as defined by the board.

Screening and Referral:

The screening and/or identification of potential candidates for the homebound program should be determined by the parents, or legal guardian, a registered nurse, and the superintendent or principal of the local school district.

A referral for evaluation should be required and can be made by the parents, or guardian, a registered school or county nurse, or the principal or superintendent of the public school.

Evaluation:

The evaluation of a child who is homebound should consist of a medical examination and a diagnostic educational evaluation. The evaluation by the qualified physician will certify that the student will be unable to attend regular special classes in the public or private school for not less than one month (20 consecutive school days). The educational evaluation will specify an educational program that will benefit the handicapped student. The results of the evaluation should be submitted to the administrative official of the child's resident school district, and to the Section for Exceptional Children.

In planning a program for a homebound student, the local school district superintendent may consider a variety of services,based on the individual child's needs, to include (but not limited to):

1. School-to-home telephone
2. Correspondence courses
3. Tutoring

Review of Placement:

The placement of any child in a homebound/hospitalized program should be reviewed every semester by the Chief Administrative Official in the school district and a professional in the relevant area of the student's handicap.

Certification:

All teachers employed for approved programs for the homebound should hold appropriate grade level certification issued in accordance with the rules and regulations of the State Board of Education.

Learning and Behaviorally Handicapped

A learning or behaviorally handicapped child is one who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, arithmetic or behavior.

Program Organization:

1. The program may vary, but in every case will provide part time assistance to children with learning problems through diagnostic and prescriptive services.

2. A student may be in the special class, or in the program outside the class.

3. Recommended size of classes is 4 - 6 students per hour, depending on the individual situation. Sessions for the younger students may be shortened with fewer students each time. The number of students seen will depend on individual situations. Programs serving students for the first time may include fewer, and may cover a wider age range. Of primary importance is returning these students to regular class functioning, and the teacher load should allow for maximum attention for quick returns.

4. A program or class aimed at providing special education procedures with a direct goal of (a) moving the child back into the regular classroom full time, (b) vocational, career education. This should be a resource room model.

5. A program or class aimed at providing training techniques for (a) social adjustment and (b) economic usefulness. This program is more likely to be held in a more protective environment.

Mentally Handicapped

A mentally handicapped child is one who at the present stage of his/her development, is significantly impaired in his/her adaptive behavior as a result of sub-average general intellectual functioning and exhibits impairments of one or more of the following: learning, maturation or social adjustment.

Program Organization:

Placement for a mentally handicapped child should be in one of three types of (programs, classes) according to the student's current functioning level as determined by the evaluation and placement team. All three (programs, classes) should be open-ended.

1. A (program, class) aimed at providing special education procedures with a direct goal of (a) moving the child back into the regular classroom full time, (b) Vocational, Career education. This should be a resource room model.

2. A (program, class) aimed at providing training techniques for (a) self care tasks, (b) social adjustment and (c) economic usefulness. This program is more likely to be held in a more protective environment.

3. A (program, class) where the children are capable of learning simple responses to the environment, but need constant care.

Multiply Handicapped

A child who is multiply handicapped is one who manifests two or more impairments of essential mental or physical processes, the combination of which causes such severe communication and other developmental and educational problems that he cannot properly be accomodated without special education services, (i.e., Deaf-Blind, Mentally Retarded-Emotionally Handicapped, Speech Impaired-Physically Handicapped, etc.)

Program Organization:

Scheduling to provide time for therapy, if possible.

In some cases a child may attend a regular classroom with schedule time and transportation made available for out-patient therapy.

Physically Handicapped

A physically handicapped child is one who manifests an impairment of an essential physical process and may need one or more of the following:

1. Close medical and/or nursing supervision
2. Physical therapy
3. Occupational therapy
4. Clinical speech, language, or hearing services
5. Educational program and/or facility for his special needs

Program Organization:

Scheduling to provide time for therapy, if appropriate.

In some cases a child may attend a regular classroom with schedule time and transportation made available for out-patient therapy.

Severely Emotionally Handicapped

A severely emotionally handicapped child is one who is certified by a licensed psychiatrist or a licensed clinical psychologist as being unable to perform successfully in a classroom where modified strategies are or have been employed.

Evaluation:

The evaluation shall be done by a licensed psychiatrist or a licensed clinical psychologist as approved by the Section forExceptional Children.

Placement:

Placement of a severely emotionally handicapped child is to be determined by the psychiatrist or licensed clinical psychologist, parents or guardians, and a member of the Section for Exceptional Children.

Speech and Language Impaired

The speech impaired child is one whose speech differs to the extent that it calls attention to itself, interferes with communication, is a potential educational impairement, or causes the child to be maladjusted. These deviations in speech may include those of articulation, voice (pitch, volume, quality, rate), and/or rhythm.

The language impaired child is one who presents an impairment in the recognition and comprehension of spoken language. This impairment may be manifested in limited vocabulary, inability to sequence or structure sounds and words properly, and/or deviant grammatical, morphological, and semantic performances.

After children with speech and/or language impairments are identified, a comprehensive speech and language evaluation is provided to determine specifically:

1. the nature of the impairment, identifying type and severity

2. etiology (when possible)

3. necessity for a formal clinical speech and/or language therapy program

4. skills to be improved and modalities through which to teach those skills

This evaluation should include an assessment of receptive and expressive language skills, articulation, voice, rhythm, hearing acuity, discrimination, perception, the peripheral oral speech mechanism, perceptual skills, motor coordination skills, and other facets of communication and related behavior, eg; social behavior.

As need is determined by comprehensive evaluation, referrals to other professionals should be made relative to co-existing medical, audiological, psychological, and/or educational problems.

To be effective, a speech and language program must consist of:

1. Identification of speech, language and hearing problems

2. Evaluation and diagnosis.

3. Remedial services individually or in small groups, not to exceed four (4) children. These remedial services may be scheduled as many times per week as necessary for optimum benefit to the child. To be most effective, these sessions should not be for less than 20 minutes, but may be longer. In order to assure proper standards of professional quality, each full time speech and language clinician should maintain a balanced case load not to exceed a maximum of 70 children at any one time. The case load for part-time clinicians shall be prorated accordingly.

4. Consultant and resource service for classroom teachers.

5. Conferences and counseling with parents, individually or in groups.

6. Consultation with school personnel individually or in in-service education programs, referring children to other specialists where advisable.

7. Providing information (public relations) to community organizations.

8. Record-keeping (accountably) to include program management by objectives.

9. Semi-annual program reports should be sent to the Section for Exceptional Children.

10. Optional provisions of a speech, hearing, and language program may be:

    a. providing for a needs assessment
    b. providing school and/or community conservation programs, i.e., nursing homes
    c. providing pre-school identification and prevention programs
    d. assuming the responsibility for services to children in homebound programs, i.e., the cerebral palsied child being returned to the home community from a special school
    e. providing services for adolescents and young adults not in school and under 21 years of age, and
    f. implementing research directed toward resolving problems and issues in public school speech and language programs.

Visually Handicapped

A visually handicapped child is one who has a visual loss to such an extent that it is either difficult or impossible for him to carry on satisfactory classwork without special services.

Legally blind students are those who have a central visual acuity of 20/200 or less in the better eye after correction or a peripheral field so restricted that the widest diameter of such field subtends an angular distance no greater than 20 degrees. Partially sighted students are those with a central visual acuity between 20/70 and 20/200 in the better eye after correction.

Evaluation:

Short periods of observation by appropriate personnel of the child in his usual classroom setting can usually determine whether special aids and techniques could make it possible for the child to remain with his regular class in his home district. This is a more desirable solution if arrangements are feasible.

If it is recommended by appropriate personnel that the child would function with more success in a special school, referral should be made to the School for the Visually Impaired. However, preferable placement is in the regular classroom with appropriate support for the teacher.